

# UNIVERSITY OF LOUISIANA SYSTEM

## BUDGET SUMMARY

	ACTUAL 1999 - 2000	ACT 11 2000 - 2001	EXISTING 2000 - 2001	CONTINUATION 2001 - 2002	RECOMMENDED 2001 - 2002	RECOMMENDED OVER/(UNDER) EXISTING
MEANS OF FINANCING:						
STATE GENERAL FUND (Direct)	\$247,093,200	\$244,028,272	\$248,120,644	\$274,979,526	\$248,711,408	\$590,764
STATE GENERAL FUND BY:						
Interagency Transfers	42,878	54,500	54,500	54,500	54,500	0
Fees & Self-gen. Revenues	171,796,208	181,741,323	196,099,180	195,785,344	196,312,913	213,733
Statutory Dedications	0	0	0	0	0	0
Interim Emergency Board	0	0	0	0	0	0
FEDERAL FUNDS	917,544	1,041,000	1,041,000	1,041,000	1,041,000	0
<b>TOTAL MEANS OF FINANCING</b>	<b>\$419,849,830</b>	<b>\$426,865,095</b>	<b>\$445,315,324</b>	<b>\$471,860,370</b>	<b>\$446,119,821</b>	<b>\$804,497</b>
EXPENDITURES & REQUEST:						
Salaries	\$252,364,466	\$253,033,227	\$262,612,280	\$277,343,637	\$262,613,825	\$1,545
Other Compensation	5,780,266	6,090,187	6,243,815	6,600,056	6,243,815	0
Related Benefits	51,113,054	51,529,897	53,841,712	56,947,266	53,841,935	223
Travel	2,882,774	2,985,722	3,135,095	3,310,367	3,135,095	0
Operating Services	37,776,753	40,966,371	42,606,766	46,478,548	42,334,813	(271,953)
Supplies	8,589,166	9,562,354	9,732,922	10,256,457	9,732,922	0
Professional Services	2,683,641	2,799,372	3,010,822	3,158,667	3,010,822	0
Other Charges	50,414,971	38,529,781	40,360,151	42,573,704	41,349,607	989,456
Interagency Transfers	112,932	10,030,446	10,030,446	10,744,580	10,115,672	85,226
Acquisitions	8,131,807	11,085,138	13,488,715	14,169,908	13,488,715	0
Major Repairs	0	252,600	252,600	277,180	252,600	0
<b>TOTAL EXPENDITURES AND REQUEST</b>	<b>\$419,849,830</b>	<b>\$426,865,095</b>	<b>\$445,315,324</b>	<b>\$471,860,370</b>	<b>\$446,119,821</b>	<b>\$804,497</b>
AUTHORIZED FULL-TIME						
EQUIVALENTS: Classified	2	2	2	2	2	0
Unclassified	15	13	13	13	13	0
<b>TOTAL</b>	<b>17</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>0</b>

**BUDGET SUMMARY BY MEANS OF FINANCING**

	STATE GENERAL FUND BY:									
	STATE GENERAL FUND (Direct		Interagency Transfers		Fees and Self Generated		Statutory Dedications		Interim Emergency Board	
	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001
University of Louisiana Board of Supervisors	\$3,101,305	\$62,006	\$0	\$0	\$280,000	\$0	\$0	\$0	\$0	\$0
Nicholls State University	\$20,437,142	(\$1,793)	\$0	\$0	\$16,885,676	\$12,926	\$0	\$0	\$0	\$0
Grambling State University	\$21,386,471	\$61,170	\$0	\$0	\$20,430,797	\$19,505	\$0	\$0	\$0	\$0
Louisiana Tech University	\$34,550,025	\$144,737	\$0	\$0	\$29,443,052	\$314,478	\$0	\$0	\$0	\$0
McNeese State University	\$22,022,392	\$104,253	\$0	\$0	\$16,721,178	(\$126,678)	\$0	\$0	\$0	\$0
University of Louisiana - Monroe	\$36,398,302	\$94,667	\$0	\$0	\$22,453,568	(\$153,858)	\$0	\$0	\$0	\$0
Northwestern State University	\$24,294,956	\$44,020	\$54,500	\$0	\$22,273,770	\$339,441	\$0	\$0	\$0	\$0
Southeastern Louisiana University	\$37,676,219	\$33,583	\$0	\$0	\$31,881,532	(\$92,749)	\$0	\$0	\$0	\$0
University of Louisiana - Lafayette	\$48,844,596	\$48,121	\$0	\$0	\$35,943,340	(\$99,332)	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$248,711,408</b>	<b>\$590,764</b>	<b>\$54,500</b>	<b>\$0</b>	<b>\$196,312,913</b>	<b>\$213,733</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	Federal Funds		Total Means of Financing	
	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001
University of Louisiana Board of Supervisors	\$0	\$0	\$3,381,305	\$62,006
Nicholls State University	\$90,000	\$0	\$37,412,818	\$11,133
Grambling State University	\$330,000	\$0	\$42,147,268	\$80,675
Louisiana Tech University	\$16,000	\$0	\$64,009,077	\$459,215
McNeese State University	\$125,000	\$0	\$38,868,570	(\$22,425)
University of Louisiana - Monroe	\$0	\$0	\$58,851,870	(\$59,191)
Northwestern State University	\$0	\$0	\$46,623,226	\$383,461
Southeastern Louisiana University	\$480,000	\$0	\$70,037,751	(\$59,166)
University of Louisiana - Lafayette	\$0	\$0	\$84,787,936	(\$51,211)
<b>Total</b>	<b>\$1,041,000</b>	<b>\$0</b>	<b>\$446,119,821</b>	<b>\$804,497</b>

This agency's recommended appropriation does not include any funds for short-term debt.

In addition to the above recommended appropriation, \$25,898,155 will be paid in Fiscal Year 2001-2002 for long-term debt incurred on behalf of this agency from the previous sale of bonds. Total long-term debt service payments for the state for Fiscal Year 2001-2002 are reflected in the Governor's Executive Budget Supporting Document in Non-Appropriated Requirements, Schedule 22-922.

**19-620      University of Louisiana System**

This agency's recommended appropriation also includes the following amount by means of financing for payments on the unfunded accrued liability of the Louisiana State Employees' Retirement System and the Teachers' Retirement System in accordance with the provisions of Article X, Section 29 of the Constitution of Louisiana:

State General Fund (Direct)	\$9,467,463
State General Fund by:	
Interagency Transfers	1,990
Fees & Self-gen Revenues	7,242,130
Federal Funds	<u>20,613</u>
Total	\$16,732,197

**ANALYSIS OF RECOMMENDATION**

GENERAL FUND	TOTAL	T.O.	DESCRIPTION
<b>\$244,028,272</b>	<b>\$426,865,095</b>	<b>15</b>	<b>ACT 11 FISCAL YEAR 2000-2001</b>
			<b>BA-7 TRANSACTIONS:</b>
\$4,092,372	\$4,092,372	0	Higher Education Operational Pool Allocation from the Board of Regents
\$0	\$14,357,857	0	Tuition rate increase as per ACT 150 of the 2nd Extraordinary Session of 2000
<b>\$248,120,644</b>	<b>\$445,315,324</b>	<b>15</b>	<b>EXISTING OPERATING BUDGET – December 15, 2000</b>
\$1,768	\$1,768	0	Classified State Employees Merit Increases for FY 2001-2002
\$402,314	(\$271,953)	0	Risk Management Adjustment
\$28,905	\$28,905	0	Acquisitions & Major Repairs
(\$28,905)	(\$28,905)	0	Non-Recurring Acquisitions & Major Repairs
\$141,135	\$141,135	0	Legislative Auditor Fees
\$35,552	\$35,552	0	Rent in State-Owned Buildings
(\$629)	(\$629)	0	UPS Fees
(\$33,333)	(\$33,333)	0	Civil Service Fees
\$43,957	\$43,957	0	Workload - Higher Education Consent Decree, 1994 Settlement Agreement mandate to provide for Other Race Graduate Programs at the Grambling University Campus
\$0	\$888,000	0	Workload - Increase to Self-generated Revenues due to a projection of increased student enrollment (NW State, La Tech)
<b>\$248,711,408</b>	<b>\$446,119,821</b>	<b>15</b>	<b>TOTAL RECOMMENDED</b>

\$0	\$0	0	LESS GOVERNOR'S SUPPLEMENTARY RECOMMENDATIONS
\$248,711,408	\$446,119,821	15	BASE EXECUTIVE BUDGET FISCAL YEAR 2001-2002
			SUPPLEMENTARY RECOMMENDATIONS CONTINGENT ON NEW REVENUE:
\$0	\$0	0	None
\$0	\$0	0	TOTAL SUPPLEMENTARY RECOMMENDATIONS CONTINGENT ON NEW REVENUE
\$248,711,408	\$446,119,821	15	GRAND TOTAL RECOMMENDED

## PROFESSIONAL SERVICES

\$0	The University of Louisiana Board of Supervisors does not have a specific allocation for Professional Services for Fiscal Year 2001-2002
\$3,010,822	Funding for Professional Services for the Higher Education Formula Institutions in the Southern University System
<b>\$3,010,822</b>	<b>TOTAL PROFESSIONAL SERVICES</b>

## OTHER CHARGES

\$1,662,019	Funds associated with the Desegregation Settlement Agreement to be distributed/retained by the Southern Board to the Southern University Campuses in Baton Rouge and New Orleans (UL Board of Supervisors)
\$17	Comprehensive Public Training Program
\$141,135	Legislative Auditor
\$39,546,436	Funding for Other Charges for the Higher Education Formula Institutions in the Southern University System
<b>\$41,349,607</b>	<b>SUB-TOTAL OTHER CHARGES</b>
	<b>Interagency Transfers:</b>
\$244,148	Civil Service Fees
\$706	Uniform Payroll System and Civil Service Fees for the University of Louisiana Board of Supervisors
\$9,870,818	Funding for IAT for the Higher Education Formula Institutions in the University of Louisiana System
<b>\$10,115,672</b>	<b>SUB-TOTAL INTERAGENCY TRANSFERS</b>

**\$51,465,279    TOTAL OTHER CHARGES**

## **ACQUISITIONS AND MAJOR REPAIRS**

\$28,905	Office and computer equipment for the University of Louisiana Board of Supervisors
\$13,459,810	Funding for Acquisitions for the Higher Education Formula institutions in the University of Louisiana System
\$0	The University of Louisiana Board of Supervisors does not have a specific allocation for Major Repairs for Fiscal year 2001 -2002
\$252,600	Funding for Major Repairs for the Higher Education Formula institutions in the University of Louisiana System
<b>\$13,741,315</b>	<b>TOTAL ACQUISITIONS AND MAJOR REPAIRS</b>

# **UNIVERSITY OF LOUISIANA BOARD OF SUPERVISORS**

Program Authorization: Constitution of 1974, Article 8, Sections 6 and 11; R.S. 17:1834; 17: Chapter 26

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: To supervise and manage the institutions within the system, as constitutionally prescribed, in order for them to more effectively serve the educational needs of the citizens of the state.

The goals of the University of Louisiana System are:

1. To maximize educational opportunities for all citizens served by System institutions.
2. To enhance overall quality and effectiveness of the University of Louisiana System.
3. To increase accountability and efficiency of operations.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1.(KEY) To encourage member institutions to increase the number of Electronic Media courses offered per institution by 23 and one new degree.

Strategic Link: Goal 1, Objective I.1

Louisiana: Vision 2020 Link: Goal I, Objective 1.1, 1.6

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Link: Goal 1; Action 2000 Link: Goal One, Objectives 1.1

Explanatory Note: Distance learning provides access and skills necessary for individuals to learn for a lifetime. Technology will help to provide a workforce with the education and skills necessary to work productively in a knowledge-based economy.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Total number of Electronic Media courses offered in the University of Louisiana System	Not applicable <sup>1</sup>	146	Not applicable <sup>1</sup>	157 <sup>1</sup>	169	169
K	Total number of Electronic Media degree programs offered in the University of Louisiana System	Not applicable <sup>1</sup>	1	Not applicable <sup>1</sup>	7 <sup>1</sup>	8	8
K	Total number of students (duplicated) enrolled in Electronic Media courses in the University of Louisiana System	Not applicable <sup>1</sup>	3,093	Not applicable <sup>1</sup>	3,248 <sup>1</sup>	3,410	3,410

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

2. (KEY) To increase the number of endowed professorships to 392 and the number of endowed chairs to 40.

Strategic Link: Will be objective in 2001 Revised Strategic Plan Goal II, Objective II.2

Louisiana: Vision 2020 Link: Goal II, Objectives 2.11, 2.12, 2.13

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Link: Goal II, Action 2000 Link: Goal Two, Objective 2.11, 2.12, 2.13

Explanatory Note: Endowed professorships and chairs attract distinguished researchers, increase university and private research and development, and increase the number of quality graduates in science and engineering.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage difference in number of endowed professorships	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not available <sup>1</sup>	10.7%	10.7%
K	Percentage difference in number of endowed chairs	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not available <sup>1</sup>	21.2%	21.2%
S	Number of endowed professorships	Not applicable <sup>1</sup>	354	Not applicable <sup>1</sup>	Not available <sup>1</sup>	392	392
S	Number of endowed chairs	Not applicable <sup>1</sup>	33	Not applicable	Not available <sup>1</sup>	40	40

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001. This number is not available until the of the spring semester.



3. (KEY) To increase the percentage of first-time, full-time entering freshman systemwide retained to second year from 72.4% to 73.4%.

Strategic Link: Will be an objective in 2001 Revised Strategic Plan

Louisiana: Vision 2020 Link: Goal 1; Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Link: Goal 1, Objective 1.3; Action 2000 Link: Goal One; Objective 1.6

Explanatory Note: Increasing the retention rate will produce a workforce that is educated with the skills necessary to work productively in a knowledge-based economy.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of first-time, full-time entering freshman systemwide to second year	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	1.0%	1.0%
S	Number of first-time freshman retained to second year	Not applicable <sup>1</sup>	9,890	Not applicable <sup>1</sup>	9,533 <sup>2</sup>	9,199 <sup>3</sup>	9,199
S	Retention rate of first-time, full-time entering freshman to second year (System wide)	Not applicable <sup>1</sup>	71.4%	Not applicable <sup>1</sup>	72.4% <sup>2,3</sup>	72.4% <sup>3</sup>	73.4%

<sup>1</sup> This performance indicator was not in Act 10 of 1999 nor Act 11 of 2000, therefore it has no performance standard for FY 1999-2000 nor FY 2000-2001.

<sup>2</sup> This is an estimate.

<sup>3</sup> Universities are moving to selective admissions resulting in fewer numbers of students taking courses, therefore a decline is anticipated.

4. (KEY) To maintain the percentage of programs mandated for accreditation systemwide at 95.3%.

Strategic Link: Goal II, Objective II.1

Louisiana: Vision 2020 Link: Goal II, Objective 2.5, 2.11, 2.15

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Link: Goal II; Action 2000 Link: Goal Two: Objectives 2.12

Explanatory Note: Accredited programs will attract and retain distinguished researchers and help to produce quality scientists and engineers. Potentially employers of graduates will have greater awareness of appropriate quality.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of mandatory programs accredited	Not applicable <sup>1</sup>	Not available	Not applicable <sup>1</sup>	94.3% <sup>1</sup>	95.3%	95.3%
K	Number of mandatory programs accredited	Not applicable <sup>1</sup>	Not available	Not applicable <sup>1</sup>	261 <sup>1</sup>	258	258

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

5. (KEY) To increase the percentage of first-time freshman systemwide prepared for university level work from 58.2% to 68.2%.

Strategic Link: Will be objective in 2001 Revised Strategic Plan

Louisiana: Vision 2020 Link: Goal I, Objective 1.6, 1.8

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Link: Goal II, Action 2000 Link: Goal 1, Objective 1.6, and 1.8

Explanatory Note: The reduction of remedial student credit hours will improve campus efficiency. Students who are admitted with less of a need for remedial will get out into the workforce faster. Less state resources will be expended on each student, savings personal and state resources.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of first-time freshman at 4-year institutions not enrolled in developmental education (System wide)	Not applicable <sup>1</sup>	54.60%	Not applicable <sup>1</sup>	58.20% <sup>2,3</sup>	68.20%	68.20%
K	Number of first-time freshman at 4-year institutions not enrolled in developmental education (System wide)	Not applicable <sup>1</sup>	7,678	Not applicable <sup>1</sup>	7,943 <sup>2</sup>	7,543	7,543

<sup>1</sup> This performance indicator was not in Act 10 of 1999 nor Act 11 of 2000, therefore it has no performance standard for FY 1999-2000 nor FY 2000-2001.

<sup>2</sup> This is an estimate.

<sup>3</sup> Universities are moving to selective admissions.

6. (KEY) To increase the systemwide six-year graduation rate from 32.2% to 33.2%.

Strategic Link: Goal II, Objective II.2

Louisiana: Vision 2020 Link: Goal 1; Objective 1.6, 1.8

Children's Cabinet Link: Not applicable

Other Link(s): 'Other Link(s): Board of Regents Master Plan of Higher Education Link: Goal 1, Action 2000 Link: Goal One; Objective 1.6 , 1.8

Explanatory Note: "The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. Increasing the graduation rate will improve campus efficiency. Students will get out into the workforce faster. Less state resources will be expended on each student, saving personal and state resources.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Six-year gradation rate	30.1%	32.2%	33.2%	33.2%	32.9%	33.2%
S	10-year graduation rate	Not applicable <sup>1</sup>	45.1%	Not applicable <sup>1</sup>	45.4% <sup>1</sup>	45.7%	45.7%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

7. (KEY) To encourage 100% of member institutions to participate in the University of Delaware's National Study of Instructional Costs and Productivity (Middaugh Study).

Strategic Link: Goal 2. To enhance the overall quality and effectiveness of the University of Louisiana System institutions.

Louisiana: Vision 2020 Link: 1.8 - To improve the efficiency and accountability of governmental agencies.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Draft Master Plan - Ensure Quality and Accountability

Explanatory Note: The National Study of Instructional Costs and Productivity (commonly referred to as the Delaware Study or Middaugh Study) was begun in 1996. The study's results allows for comparisons of faculty teaching loads at the discipline level. Although some campus-wide comparisons can be undertaken, the Study's original design focused at the discipline or department level, allowing for comparisons among disciplines.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of member institutions participating in the Middaugh Study	Not applicable <sup>1</sup>	12.5%	Not applicable <sup>1</sup>	37.5% <sup>1</sup>	100.0%	100.0%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

8. (KEY) To reduce Systemwide, the average of remedial student credit hours (as a percent of total SCHs) to 4.31%.

Strategic Link: Will be an objective in 2001 Revised Strategic Plan

Louisiana: Vision 2020 Link: Goal One, Objective 1.6, 1.8

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Link: Goal II; Action 2000 Link: Goal One, Objective 1.6, 1.8

Explanatory Note: The reduction of remedial student credit hours will improve campus efficiency. Students who are admitted with less of a need for remedials will get out into the workforce faster. Less state resources will be expended on each student, saving personal and state resources.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of remedial student credit hours	Not applicable <sup>1</sup>	4.64%	Not applicable <sup>1</sup>	Not available <sup>2</sup>	4.31%	4.31%
S	Number of total credit hours	Not applicable <sup>1</sup>	2,176,423	Not applicable <sup>1</sup>	Not available <sup>2</sup>	2,176,423	2,176,423 <sup>3</sup>
S	Number of remedial student credit hours	Not applicable <sup>1</sup>	100,935	Not applicable <sup>1</sup>	Not available <sup>2</sup>	96,604	96,604

<sup>1</sup> This performance indicator did not appear in Act 10 of 1999 and Act 11 of 2000, therefore it has no performance standard for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> This number is not available until thru of the spring semester.

<sup>3</sup> Universities are moving to selective admissions resulting in fewer numbers of students taking courses, therefore a decline is anticipated.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI).

GENERAL PERFORMANCE INFORMATION: BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM					
PERFORMANCE INDICATOR	PRIOR YEAR ACTUAL FY 1996-1997	PRIOR YEAR ACTUAL FY 1997-1998	PRIOR YEAR ACTUAL FY 1998-1999	PRIOR YEAR ACTUAL FY 1999-2000	PRIOR YEAR ACTUAL FY 2000-2001
System wide Student Headcount Enrollment	82,767	82,874	81,520	80,379	79,036
Percentage that are Louisiana Residents	89.8	90	90.6	91	91
System wide Degrees/awards conferred	11,010	11,451	11,625	12,065	Not available <sup>1</sup>
Percentage that are Louisiana Residents	85.2	85.3	85.9	87.1	Not available <sup>1</sup>
System wide graduates (Associate's degree)	926	864	872	977	Not available <sup>1</sup>
Percentage that are Louisiana Residents	95.2	94.9	95.5	96.6	Not available <sup>1</sup>
System wide graduates (Bachelor's degree)	8,148	8,596	8,756	9,154	Not available <sup>1</sup>
Percentage that are Louisiana Residents	87.4	87.9	88.4	88.6	Not available <sup>1</sup>
System wide graduates (Master's degree)	1,830	1,878	1,881	1,802	Not available <sup>1</sup>
Percentage that are Louisiana Residents	71	70.1	71.3	76.3	Not available <sup>1</sup>
System wide graduates (Doctoral degree)	68	65	85	87	Not available <sup>1</sup>
Percentage that are Louisiana Residents	50	49.2	49.4	44.8	Not available <sup>1</sup>
System wide graduates (Education)	1,401	1,397	1,375	1,377	Not available <sup>1</sup>
Percentage that are Louisiana Residents	93.5	92.7	94	93.5	Not available <sup>1</sup>
System wide graduates (Nursing)	834	891	907	862	Not available <sup>1</sup>
Percentage that are Louisiana Residents	98.3	96.3	97.5	97.6	Not available <sup>1</sup>
System wide TOPS recipients	Not applicable <sup>2</sup>	Not applicable <sup>2</sup>	10,083	12,099	14,227
System wide Distance Learning Courses	Not applicable <sup>3</sup>	Not applicable <sup>3</sup>	0	146	277

<sup>1</sup> Data available August 2001.

<sup>2</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.

<sup>3</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Applicable".

# **NICHOLLS STATE UNIVERSITY**

Program Authorization: Act 280 of 1956; Act 93 of 1970

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: Nicholls State University, a comprehensive regional university serving the higher education needs of citizens of south central Louisiana, provides academic programs and support services for traditional and non-traditional students while promoting the economic and cultural infrastructure of the region.

The goals of Nicholls State University are:

1. To improve access to higher education for all citizens in the region.
2. To promote the advancement of university programs and services.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).



1.(KEY) To reduce the percentage of remedial student credit hours from 10% to 8%.

Strategic Link: Will be an objectives in the revised 2001 Strategic Plan

Louisiana: Vision 2020 Link: Objectives 1.8 - To improve the efficiency and accountability of governmental agencies

Children's Cabinet Link: Not applicable

Other Link(s): University of Louisiana System 2000 Quality and Effectiveness of Programs and Services Goal 1, Improve the quality and effectiveness of programs and services offered at each institution. Objectives III - Each institution will reduce or maintain the percent of remedial student credit hours (SCHs) produced by the appropriate levels.

Other Link(s): Board of Regents Draft of Master Plan Goal II. Ensure Quality and Accountability. Obj. 1. System wide, seventy-eight percent of first time entering freshman at 4 year institutions will be prepared for university-level work by 2005.

Explanatory Note: This objective is linked to Vision 2020 because it is an accountability measure.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of remedial student credit hours	Not applicable <sup>1</sup>	10.0%	Not applicable <sup>1</sup>	10.0% <sup>1</sup>	8.0%	8.0%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

2. (KEY) To increase the percentage of first-time, full-time entering freshman systemwide retained to second year from 64.9% to 68.9 %.

Strategic Link: Will be an objective in the revised 2001 Strategic Plan.

Louisiana: Vision 2020 Link: Objective 1.8 - to improve the efficiency and accountability of governmental agencies

Children's Cabinet Link: Not applicable

Other Link(s): University of Louisiana System 2000 Quality and Effectiveness of Programs and Services GOAL 1, Improve the quality and effectiveness of programs and services offered at each institution. Objectives II. Each institution will increase their freshman to sophomore retention rate between 2 and 2.5 percent.

Other Link(s): Board of Regents Draft of Master Plan Goal 1. Increase Opportunity for Student Access and Success. Obj III. Increase the percentage of first-time full-time entering freshman who are retained to the sophomore year in public postsecondary education of 5 percent points by 2005.

Explanatory Note: This objective is linked to Vision 2020 because it is an efficiency and an accountability measure.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable <sup>1</sup>	64.9%	Not applicable <sup>1</sup>	67.1%	68.9%	68.9%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 nor FY 2000-2001.

3. (KEY) To increase the six-year graduation rates from 28.2%<sup>1</sup> to 28.5%.

Strategic Link: Will be an objective in the revised 2001 Strategic Plan

Louisiana: Vision 2020 Link: Objective 1.6.3 To increase the percentage of Louisiana residents who have graduated from a four-year college or university.

Children's Cabinet Link: Not applicable

Other Link(s): University of Louisiana System 2000 Quality and Effectiveness of Programs and Services Goal 1, Improve the quality and effectiveness of programs and services offered at each institution. Objectives III - Each institution will increase their graduation rates by appropriate levels.

Other Link(s): Board of Regents Draft of Master Plan Goal 1 - Increase Opportunities for Student Access and Success. Objectives IV. Increase the six-year students graduation rate in Louisiana's public post-secondary education system by 10 percentage points by 2005.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Six-year graduation rate	Not applicable <sup>1</sup>	28.2%	Not applicable <sup>1</sup>	28.2% <sup>1</sup>	28.5%	28.5%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard. Data will be available in Spring 2001.

4. (KEY) To maintain the percentage of programs mandated for accreditation at 100% .

Strategic Link: Will be an objective in the revised 2001 Strategic Plan

Louisiana: Vision 2020 Link: Objective 1.8 To improve the efficiency and accountability of governmental agencies

Children's Cabinet Link: Not applicable

Other Link(s): University of Louisiana 2000 Quality and Effectiveness of Programs and Services Goal 1. Improve the quality and effectiveness of programs and services offered at each institution. Objective 1. Each institution will acquire and maintain an accreditation rate of 90 percent or higher for programs eligible for accreditation.

Explanatory Note: This objective is linked to Vision 2020 because it is efficiency and an accountability measure.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of mandatory programs accredited	Not applicable <sup>1</sup>	22 <sup>2</sup>	Not applicable <sup>1</sup>	22 <sup>2</sup>	22 <sup>2</sup>	22
K	Percentage of mandatory programs accredited	Not applicable <sup>1</sup>	100% <sup>2</sup>	Not applicable <sup>1</sup>	100% <sup>2</sup>	100% <sup>2</sup>	100%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001.

<sup>2</sup> These numbers are after a Board of Regents review at the institution. During this review the Board of Regents determined what programs were mandatory for accreditation, as well as programs that are recommended for accreditation.

5. (KEY) To increase the number of endowed professorships/chairs from 13 to 14.

Strategic Link: Will be an objective in the revised 2001 Strategic Plan

Louisiana: Vision 2020 Link: Objectives 1.8 - To improve the efficiency and accountability of governmental agencies

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Draft of Master Plan

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of endowed professorships/chairs	Not applicable <sup>1</sup>	13	Not applicable <sup>1</sup>	13 <sup>1</sup>	14	14

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

6. (SUPPORTING) To maintain a level of Educational and General (E&G) expenditures budgeted to the category of instruction that is 1% higher than the average of University of Louisiana System (ULS).

Strategic Link: Will be an objective in the revised 2001 Strategic Plan

Louisiana: Vision 2020 Link: Objectives 1.8 - To improve the efficiency and accountability of governmental agencies

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Draft of Master Plan

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Percentage E&G budgeted to instruction	52.50%	52.88%	52.50%	52.50%	51.50%	51.50%
S	Percentage of E&G budgeted to instruction above average of ULS	2.50%	3.39%	2.50%	2.50%	1.00%	1.00%

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: NICHOLLS STATE UNIVERSITY					
PERFORMANCE INDICATOR	PRIOR YEAR ACTUAL FY 1996-97	PRIOR YEAR ACTUAL FY 1997-98	PRIOR YEAR ACTUAL FY 1998-99	PRIOR YEAR ACTUAL FY 1999-2000	PRIOR YEAR ACTUAL FY 2000-2001
SREB Category <sup>1</sup>	Four Year V	Four Year V	Four Year V	Four Year V	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	No	No	No	No	No
Student headcount <sup>3</sup>	7,210	7,187	7,418	7,367	7,345
Student full time equivalent (FTE) <sup>4</sup>	6,432	6,589	6,682	6,734	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	849	882	975	1,035	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$2,972	\$3,081	\$3,086	\$3,069	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	72.8	70.5	66.0	60.0	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	2,017	2,136	2,136	2,118	2,368
Percentage of SREB benchmark (resident) <sup>8b</sup>	100.3	101.7	99.2	94.0	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	4,609	5,276	5,880	6,390	7,504
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	82.3	91.6	96.3	99.1	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	18.7	18.6	18.8	18.9	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	57.6	60.3	58.2	57.3	58.0
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	65.9	68.8	66.3	66.9	67.1
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	90.0	100.0
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	23.0	22.4	22.8	Not available <sup>1</sup>
Ten-year graduation rate <sup>15</sup>	44.6	45.8	43.7	42.2	Not available <sup>1</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	13	28
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not available <sup>17</sup>	1,105	1,280	1,461
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.88	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

- Four Year V - Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).
- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.



- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **GRAMBLING STATE UNIVERSITY**

Program Authorization: Constitution of 1974, Article 8; Act 178 of 1974

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: Grambling State University, a state-supported co-educational institution, was originally created for the purpose of meeting the educational, cultural and social needs of the African American citizens of the north central region of the state of Louisiana. The mission of the university has evolved and now focuses on undergraduate, graduate, and professional degree programs as well as programs in continuing and international education. All programs are designed to meet the educational, cultural and social needs of a diversified state, national and international clientele.

The goals of Grambling State University are:

1. To stabilize the student enrollment to ensure the recruitment of quality students and to increase the number of Louisiana residents at Grambling State University.
2. To strengthen and enhance the quality of academic degree programs to prepare students to meet the needs of a changing society.
3. To enrich the quality of student life and provide opportunities for total student development.
4. To advance the institution through a program of development involving fundraising, positive relations with the public, corporate sector, and other institutions and agencies.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To conduct a comprehensive evaluation of 20% of all university programs and services.

Strategic Link: Objective is linked to strategic goal of improving institutional effectiveness

Louisiana: Vision 2020 Link: Goal I of Vision 2020, The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft Goal 2, Assuring Quality Accountability

Explanatory Note: This objective will appear in the 2001-2002 Operational Plan and will be incorporated in the strategic plan of the university as it addresses issues on planning, assessment and institutional effectiveness.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
S	Number of programs and services	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	100 <sup>1</sup>	100	100
K	Number of programs and services evaluated	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	10 <sup>1</sup>	24	24
K	Percentage of programs and services evaluated	Not applicable <sup>2</sup>	Not applicable	Not applicable <sup>2</sup>	Not applicable	20%	20%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

<sup>2</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001.

2. (KEY) To increase the percentage of first-time, full-time entering freshman retained to second year from 64.1% to 65.1%.

Strategic Link: Stabilization of enrollment and increased graduation rate.

Louisiana: Vision 2020 Link: Goal 1 of Vision 2020, The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft Goal 1, Objective 3.

Explanatory Note: This is a new objective that will be incorporated in the strategic plan of the university and in the 2001-2002 operational plan.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable <sup>1</sup>	64.7%	Not applicable <sup>1</sup>	64.1% <sup>1</sup>	65.1%	65.1%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

3.(KEY) To increase the percentage of programs mandated as accredited from 83% to 85%.

Strategic Link: Goal II, Objective 2 of the current GSU Strategic Plan.

Louisiana: Vision 2020 Link: Goal 1 of Vision 2020, the Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft Goal 2, Objective 2.

Explanatory Note: Objective II.2 from GSU strategic plan will be revised to focus on all GSU academic programs that are accreditable.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
K	Percentage of mandatory programs accredited	Not applicable <sup>1</sup>	84.2%	Not applicable <sup>1</sup>	84.2% <sup>1</sup>	85.0%	85.0%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

4.(KEY) To increase fall headcount enrollment at Grambling State University from 4,716 to 4,810.

Strategic Link: Goal 1. To provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age religion, disability, and veteran status.

Louisiana: Vision 2020 Link: Goal 1 of Vision 2020: The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Master Plan Draft Goal 1, Objective 1.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Total Fall headcount enrollment	Not applicable <sup>1</sup>	4,671	Not applicable <sup>1</sup>	4,716	4,810	4,810

<sup>2</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001.



5. (KEY) To increase the number of technology-based courses to 25, technology-based degree offerings to 2, and students enrolled in technology-based courses (duplicated) to 250.

Strategic Link: Goal 3. To generate new knowledge through pure and applied research related to curricular emphasis in business, science and technology...

Louisiana: Vision 2020 Link: Goal 1 of Vision 2020: The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Master Plan Draft

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Total number of technology based courses offered	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	25	25
K	Total number of technology based degree programs offered	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	2	2
K	Total number of students (duplicated) enrolled in technology based courses	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	250	250

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001.

6. (KEY) To increase the number of endowed professorships to 6 and the number of endowed chairs to 2.

Strategic Link: Objective is linked to strategic goal of improving institutional effectiveness

Louisiana: Vision 2020 Link: Goal I of Vision 2020, The Learning Enterprise.

Other Link(s): Board of Regents Master Plan Draft Goal 2, Assuring Quality Accountability

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of endowed professorships	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	6	6
K	Number of endowed chairs	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	2	2

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: GRAMBLING STATE UNIVERSITY						
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01	
SREB Category <sup>1</sup>	Four Year IV	Four Year IV	Four Year IV	Four Year IV	Not available <sup>1</sup>	
Admissions Criteria <sup>2</sup>	No	No	No	No	No	
Student headcount <sup>3</sup>	6,700	5,864	5,077	4,671	4,716	
Student full time equivalent (FTE) <sup>4</sup>	6,833	6,112	5,323	4,690	Not available <sup>1</sup>	
Degrees/award conferred <sup>5</sup>	1,032	1,046	954	895	Not available <sup>1</sup>	
State dollars per FTE <sup>6</sup>	\$2,931	\$3,549	\$4,214	\$4,715	Not available <sup>1</sup>	
Percentage of SREB benchmark <sup>7</sup>	71.9	84.9	95.9	94.4	Not available <sup>1</sup>	
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	2,088	2,088	2,208	2,339	2,589	
Percentage of SREB benchmark (resident) <sup>8b</sup>	101.7	95.1	95.8	93.4	Not available <sup>1</sup>	
Undergraduate mandatory attendance fees <sup>9a</sup>	4,238	5,738	7,358	7,651	7,939	

(nonresident)					
Percentage of SREB benchmark (nonresident)	<sup>9b</sup> 66.1	83.6	99.5	97.8	Not available <sup>1</sup>
Mean ACT score	<sup>10</sup> 15.8	16.0	16.1	16.0	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level)	<sup>11</sup> 63.5	60.0	59.8	64.7	64.1
Retention of first-time freshman from previous fall (Public post-secondary system level)	<sup>12</sup> 67.1	63.7	64.2	68.7	70.1
Program Accreditation Rate	<sup>13</sup> Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	66.7	84.2
Three/six-year graduation rate	<sup>14</sup> Not applicable <sup>14</sup>	33.1	29.9	29.9	Not available <sup>1</sup>
Ten-year graduation rate	<sup>15</sup> 34.2	40.0	42.2	39.8	Not available <sup>1</sup>
Number of distance learning courses	<sup>16</sup> Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	2	9
Number of TOPS recipients	<sup>17</sup> Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	159	169	209
ACT level of student satisfaction	<sup>18</sup> Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.78	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four Year V - Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).

<sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.

<sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.

<sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.

<sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.

<sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.

<sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

<sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.

<sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.

- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.

<sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# LOUISIANA TECH UNIVERSITY

Program Authorization: Constitution of 1974, Article 8;

## PROGRAM DESCRIPTION

Role, Scope, and Mission Statement: Louisiana Tech University serves primarily the citizens of north Louisiana. Louisiana Tech University has admissions criteria and offers baccalaureate programs in a broad range of studies in the arts, humanities, liberal arts and sciences and in professional areas such as agriculture, allied health, architecture, aviation, business, education, engineering, and forestry. The university offers several master's programs and offers doctoral/research programs in the areas of business administration, engineering, computational analysis, and counseling psychology. It also participates in a unique consortium with Grambling State University and Northeast Louisiana University to offer an Ed.D. program in Curriculum/Instruction and Educational Readership. As the only university in north Louisiana with a college of engineering, La. Tech serves engineering needs throughout central and north Louisiana.

The goals of Louisiana Tech University are:

1. To increase the enrollment and maintain the retention rate of first-time freshmen.
2. To develop and integrate the use of advanced technology in areas of university life.
3. To provide a streamlined, efficient infrastructure necessary to facilitate research and scholarly activity.
4. To enhance faculty, administrator, and staff human resources through professional development and training.

## OBJECTIVES AND PERFORMANCE INDICATORS

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To increase opportunities for student access and success and to ensure quality and accountability, Louisiana Tech University will proceed with Phase II of selective admission standards in Fall 2001 while minimizing first-time freshman enrollment loss using Fall 1999 as a benchmark.

Strategic Link: This performance objective will be linked to an objective I Louisiana Tech's 2001 Strategic Plan

Louisiana: Vision 2020 Link: Objective I.6

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft

Explanatory Note: Based on enrollment statistics collected from implementation of Phase I of selective admissions, Louisiana Tech anticipates a possible slight decrease in enrollment. However, an increase in marketing activities is anticipated to minimize this decrease.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	First-time freshman enrollment	Not applicable <sup>1</sup>	Not applicable <sup>2</sup>	Not applicable <sup>1</sup>	Not applicable <sup>2</sup>	1,783	1,783

NOTE: First-time freshman enrollment in Fall 1999 was 1883. Fall 1999 was the year Louisiana Tech proposed proceeding Phase II following an evaluation of that Fall's freshman class. First-time freshman enrollment should not fall below 1,783.

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standard for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> Not applicable. Phase II admission standards will be implemented in Fall 2001.



- 2.(KEY) To increase opportunities for student access and success, Louisiana Tech University will encourage economic development and commercialization by increasing the number of Reports of Invention and Intellectual Property to 21.

Strategic Link: This performance objective will be linked to Louisiana Tech's 2001 Strategic Plan.

Louisiana: Vision 2020 Link: Objectives 1.5, 2.7, 2.8, 2.10, and 2.11

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft

Explanatory Note: Increasing the visibility and economic potential of intellectual property at Louisiana Tech provides incentives for faculty to participate in the State of Louisiana's economic enterprise.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of Reports of Invention and Intellectual Property	Not applicable <sup>1</sup>	16	Not applicable <sup>1</sup>	18	21	21
S	Percentage increase of Reports of Invention and Intellectual Property over previous year	Not applicable <sup>1</sup>	Not applicable <sup>2</sup>	Not applicable <sup>1</sup>	9%	17%	17%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standard for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> Louisiana Tech's Intellectual Property Policy was approved in November 1999, providing an incentive for faculty to report inventions for potential commercialization.

3. (KEY) To increase the number of endowed professorships to 87 and the number of endowed chairs to 9.

Strategic Link: This performance objective will be tied to an objective in Louisiana Tech's 2001 Strategic Plan.

Louisiana: Vision 2020 Link: Objectives 2.11, 2.12, and 2.13

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft

Explanatory Note: Endowed professorships are an integral part of attracting and retaining distinguished, faculty, scientists, and researchers.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
K	Number of endowed professorships	Not applicable <sup>1</sup>	69	Not applicable <sup>1</sup>	75 <sup>2</sup>	87 <sup>3</sup>	87
K	Number of endowed chairs	Not applicable <sup>1</sup>	8	Not applicable <sup>1</sup>	8	9	9

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standard for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> This figure is an estimate. Louisiana Tech now has 6 professorships waiting for funding.

<sup>3</sup> Louisiana Tech is submitting 8 requests for professorships in 2001. Achieving this objective depends on Board of Regents' funding.

4. (KEY) To increase opportunities for student access and success, Louisiana Tech University will maintain National Collegiate Athletic Association (NCAA) graduate rate at 46% through 2001-2002, as published annually in The Chronicle of Higher Education.

Strategic Link: This performance objective will be linked to Louisiana Tech's 2001 Strategic Plan

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft

Explanatory Note: Prior to Phase I of selective admissions, Louisiana Tech's six-year NCAA graduation rate was 38% (1991-92 cohort published in 1997-98). The Fall of 2007 will be the first time our graduation rate is impacted by Phase II of our selective admissions standards.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Louisiana Tech's NCAA graduate rate	Not applicable <sup>1</sup>	46%	Not applicable <sup>1</sup>	46%	46%	46%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standard for FY 1999-2000 and FY 2000-2001.

5. (SUPPORTING) To increase opportunities for student access and success, Louisiana Tech University will increase awareness and understanding of diversity by increasing campus-based programs/activities by at least 4 by Spring 2002 and establishing memberships in 2 additional consortia.

Strategic Link: This performance objective will be linked to Louisiana Tech's 2001 Strategic Plan.

Louisiana: Vision 2020 Link: Objectives 1.1, 1.6, 3.5, and 3.6

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft

Explanatory Note: In our global economy based predominantly on an electronic culture, students must be afforded opportunities to explore and understand diversity as it affects their personal and professional lives.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of memberships in educational organizations/ consortia	Not applicable <sup>1</sup>	1	Not applicable <sup>1</sup>	1	3	3
S	Number of campus-based programs/activities	Not applicable <sup>1</sup>	18	Not applicable <sup>1</sup>	19	22	22

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standard for FY 1999-2000 and FY 2000-2001.

6. (SUPPORTING) To increase opportunities for student access and success, Louisiana Tech University will increase student participation in research activities by providing them opportunities to formally present their research projects at university-wide research symposia.

Strategic Link: This performance objective will be linked to Louisiana Tech's 2001 Strategic Plan

*Louisiana: Vision 2020* Link: Objectives 1.6, 2.10, and 2.12

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of students participating in research symposia <sup>1</sup>	Not applicable <sup>2</sup>	Not available	Not applicable <sup>2</sup>	20 <sup>1</sup>	25	25

<sup>1</sup> This new activity is being planned for implementation in the Spring of 2001. This figure is an estimate.

<sup>2</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standard for FY 1999-2000 and FY 2000-2001.

7. (KEY) To increase the percentage of first-time freshman prepared for university level work from 70.0% to 75.0%.

Strategic Link: This performance objective will be linked to an objective in Louisiana Tech's 2001 Strategic Plan

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan Draft

Explanatory Note: Reducing enrollment in remedial courses will increase the potential for success of students in their chosen programs and thereby enhance their employability.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of first-time freshman not enrolled in developmental education	Not applicable <sup>1</sup>	70.0%	Not applicable <sup>1</sup>	70.0% <sup>1</sup>	75.0%	75.0%

NOTE: Percentage of Fall 1999 freshman enrolled in remedial courses was 20% (547/1883).

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standard for FY 1999-2000 and FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

8. (SUPPORTING) To provide service to community and state, Louisiana Tech University will increase to 15 the number of activities and to 250 the number of participants at the Technology Transfer Center in Shreveport.

Strategic Link: This performance objective will be linked to Louisiana Tech's 2001 Strategic Plan.

Louisiana: Vision 2020 Link: Objectives 1.6, 1.7, 2.10, and 3.6

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan: Goal III

Explanatory Note: The Technology Transfer Center is designed to provide opportunities and facilities for graduate education, for educational symposia, and business/industry-based meetings which attract regional and national participation in the Shreveport/Bossier area.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of activities/events	Not applicable <sup>1</sup>	Not available <sup>2</sup>	Not applicable <sup>1</sup>	12 <sup>3</sup>	15	15
S	Number of participants	Not applicable <sup>1</sup>	Not available <sup>2</sup>	Not applicable <sup>1</sup>	200 <sup>3</sup>	220	220

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> The Technology Transfer Center opened in November 1999. Data for this period are not available.

<sup>3</sup> This figure is an estimate based on current information.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: LOUISIANA TECH UNIVERSITY					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Four Year III	Four Year III	Four Year III	Four Year III	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	Yes	Yes	Yes	Yes	Yes
Student headcount <sup>3</sup>	9,272	9,500	9,656	10,014	10,363
Student full time equivalent (FTE) <sup>4</sup>	8,949	9,203	9,314	9,491	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	1,689	1,754	1,800	1,756	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$3,873	\$3,889	\$3,716	\$3,713	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	87.9	84.2	76.8	70.9	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	2,352	2,547	2,562	2,559	2,808
Percentage of SREB benchmark (resident) <sup>8b</sup>	116.9	116.7	109.1	103.7	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	4,467	5,547	6,657	7,854	8,928
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	62.7	69.6	77.3	88.7	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	22.0	22.1	21.9	22.1	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	76.2	74.1	76.1	73.3	73.5
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	83.9	82.2	84.0	82.8	81.0
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	96.7	100.0
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	37.7	46.4	45.7	Not available <sup>1</sup>
Ten-year graduation rate <sup>15</sup>	56.4	54.9	53.7	54.6	Not available <sup>1</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	11	26
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	1,765	2,365	2,851
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	4.02	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.



- Four Year V - Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).
- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **McNEESE STATE UNIVERSITY**

Program Authorization: R.S. 17:3217

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: McNeese State University provides associate, baccalaureate, masters' and specialist degree programs in various disciplines to meet the needs of citizens, businesses, and industries in southwest Louisiana.

The goals of McNeese State University are:

1. To provide access to higher education for citizens in southwest Louisiana.
2. To improve the overall quality and effectiveness of higher education programs and services offered at McNeese State University.
3. To expand McNeese State University's contribution to economic and social development in southwest Louisiana.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To increase the number of courses to 40 and students enrolled to 425 (duplicated) through Electronic Media.

Strategic Link: MSU 2001 Revised Strategic Plan Goal I: Improve access to higher education.

Louisiana: Vision 2020 Link: 2020 Link 1.6

Children's Cabinet Link: Not applicable

Other Link(s): LDED Action Plan 2000 Vision 20/20 link 1.6; Board of Regents Master Plan September 2000 Draft Document Goal I: Increase Opportunities for Student Success

Explanatory Note: As an institution of higher learning McNeese will provide courses and training to faculty and students in the knowledge-based economy.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
K	Total number of courses offered through Electronic Media	Not applicable <sup>1</sup>	29	Not applicable <sup>2</sup>	33 <sup>1</sup>	40	40
K	Total number of students (duplicated) enrolled in courses through Electronic Media	Not applicable <sup>1</sup>	386	Not applicable <sup>2</sup>	400 <sup>1</sup>	425	425

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

2. (KEY) To increase the percentage of first-time, full-time entering freshman systemwide retained to second year from 62.3% to 63.5 % .

Strategic Link: MSU 2001 Revised Strategic Plan Goal II: Improve overall quality and effectiveness of higher education programs and services offered at McNeese State University.

Louisiana: Vision 2020 Link: Goal 1.6; Goal 2.12; Goal 3.5

Children's Cabinet Link: Not applicable

Other Link(s): LDED Action Plan Vision 2020 link; Board of Regents Master Plan September 2000 draft document Goal I Increase Opportunities for Student Success

Explanatory Note: McNeese students who continue with their education will be better prepared to enter the workforce with the education and skills necessary for success.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable <sup>1</sup>	62.3%	Not applicable <sup>1</sup>	62.3% <sup>1</sup>	63.5%	63.5%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

3. (KEY) To increase the number of endowed professorships from 39 to 41.

Strategic Link: MSU 2001 Revised Strategic Plan Goal II: Improve the overall quality and effectiveness of higher education programs and services at McNeese State University.

Louisiana: Vision 2020 Link: Goal 1.6 and 2.11

Children's Cabinet Link: Not applicable

Other Link(s): LDED Action Plan 2000 - Vision 2020 link 1.6 and 1.3; Board of Regents Master Plan September 2000 Draft Document Goal III: Expand Services to Community and State

Explanatory Note: As an institution of higher learning, endowed professorships provide resources to support for faculty research and classroom instruction.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	PERFORMANCE INDICATOR NAME Number of endowed professorships	Not applicable <sup>1</sup>	35	Not applicable <sup>1</sup>	39 <sup>1</sup>	41	41

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.



4. (KEY) To increase the percentage of programs mandated for accreditation from 81.5% to 92%.

Strategic Link: MSU 2001 Revised Strategic Plan Goal II: Improve the overall quality and effectiveness of higher education programs and services at McNeese State University.

Louisiana: Vision 2020 Link: Goal 1.8 and Goal 2.12

Children's Cabinet Link: Not applicable

Other Link(s): LDED Action Plan 2000 Vision 2020 link 1.6; Board of Regents Master Plan September 2000 Draft Document Goal II: Ensure Quality and Accountability

Explanatory Note: Accredited programs ensure quality of graduates and effectiveness of education; The engineering program at McNeese is accredited.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
K	Percentage of mandatory programs accredited	Not applicable <sup>1</sup>	81.5% <sup>2</sup>	Not applicable <sup>1</sup>	81.5% <sup>3</sup>	92.0%	92.0%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001.

<sup>2</sup> These numbers are after a Board of Regents review at the institution. During this review the Board of Regents determined what programs were mandatory for accreditation, as well as programs that are recommended for accreditation.

<sup>3</sup> This is an estimate of yearend performance, not a performance standard.

5. (KEY) To increase the six-year graduation rate from 32.9% to 33.25%.

Strategic Link: MSU 2001 Revised Strategic Plan Goal III: Expand McNeese State University's contribution to economic development in Southwest Louisiana.

Louisiana: Vision 2020 Link: Goal 1.6.3, Goal 2.12 and Goal 3.5

Children's Cabinet Link: Not applicable

Other Link(s): LDED Action Plan 2000 Vision 2020 link 1.6; Board of Regents Master Plan September 2000 Draft Document Goal 1: Increase Opportunities for Student Success

Explanatory Note: McNeese will provide more qualified college graduates for entry into the workforce or entry into graduate study.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Six-year graduation rate	Not applicable <sup>1</sup>	32.90%	Not applicable <sup>1</sup>	32.90% <sup>2</sup>	33.25%	33.25%
S	10-year graduation rate	Not applicable <sup>1</sup>	39.30%	Not applicable <sup>1</sup>	39.30% <sup>2</sup>	40.25%	40.25%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY2000-2001.

<sup>2</sup> This is an estimate of yearend performance, not a performance standard.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: MCNEESE STATE UNIVERSITY					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Four Year III	Four Year III	Four Year III	Four Year III	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	No	No	No	No	Yes
Student headcount <sup>3</sup>	8,087	8,131	7,994	7,822	7,634
Student full time equivalent (FTE) <sup>4</sup>	7,177	7,172	7,073	6,924	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	1,090	1,150	1,181	1,246	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$2,935	\$3,150	\$3,210	\$3,538	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	72.0	75.3	73.1	70.8	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	2,012	2,006	2,113	2,206	2,456
Percentage of SREB benchmark (resident) <sup>8b</sup>	100.0	91.9	91.6	88.1	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	5,542	6,446	7,303	8,002	8,796
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	77.8	80.8	98.7	102.2	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	19.2	19.4	19.4	19.5	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	56.4	58.3	55.1	61.3	62.3
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	61.2	62.1	59.9	64.4	66.4
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	77.1	81.5
Three/six year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	24.3	25.5	32.9	Not available <sup>1</sup>
10 year graduation rate <sup>15</sup>	40.6	40.6	39.3	39.3	Not available <sup>1</sup>
Number of Distance Learning Courses <sup>16</sup>	Not available <sup>15</sup>	Not available <sup>15</sup>	Not available <sup>15</sup>	23	30
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	1,067	1,178	1,342
ACT Level of Student Satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.71	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

- Four Year III - Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).
- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
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8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
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11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **UNIVERSITY OF LOUISIANA - MONROE**

Program Authorization: Constitution of 1974, Article 8;

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: The University of Louisiana at Monroe currently serves a student body of 10,500 students offering undergraduate degree programs in business administration, education, liberal arts, pharmacy and health sciences, and pure and applied sciences, in addition to graduate programs in education and pharmacy. The university continues to develop and deliver high quality and cost-effective academic and service programs to serve the higher education needs of Louisiana's citizens, business, industry and government. Specifically, University of Louisiana at Monroe will continue to be recognized for offering excellent academic programs in the health, natural and environmental sciences, business development, education and family studies consistent with a Carnegie Doctoral Level II university. Additionally, University of Louisiana at Monroe is committed to serving as an academic gateway by developing teaching, research, and public service programs to meet the needs of the Lower Mississippi Delta region.

The goals of the University of Louisiana at Monroe are:

1. To promote and sustain academic excellence in university degree programs.
2. To improve opportunities for student success.
3. To improve and maintain the quality of university financial resources and physical facilities supporting the mission.
4. To promote and sustain the academic reputation of the university consistent with its mission, achievements and vision for the next century.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).



1. (KEY) To maintain the percentage of programs mandated for accreditation at 100%.

Strategic Link: Goal I, Objective I.1 of the University Strategic Plan: *Enhance Instructional Excellence by Reviewing 100% of Academic Programs, Teaching Evaluation Instruments and Technology Plans by 2003.*

Children's Cabinet Link: Not applicable

Louisiana: *Vision 2020* Link: To improve the efficiency and accountability of governmental agencies.

Other Link's: Louisiana Board of Regents Master Plan Draft 2000 Link: Goal 2, Objective 2: Achieve 100% accreditation of mandatory programs by 2005.

Explanatory Note: The University of Louisiana at Monroe established a committee in Fall 1999 to identify all programs that were not reviewed by accrediting agencies and/or governing boards and to develop a stringent review process for these programs. Each of the programs selected must go through the process, which includes a self-study component and an external review, every five years.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of mandatory programs accredited	Not applicable <sup>1</sup>	96.3% <sup>2</sup>	Not applicable <sup>1</sup>	100% <sup>3</sup>	100%	100%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> These numbers are after a Board of Regents review at the institution. During this review the Board of Regents determined what programs were mandatory for accreditation, as well as programs that are recommended for accreditation.

<sup>3</sup> This is an estimate. of yearend performance, not a performance standard.

2. (KEY) To increase by 6.4%, the number of faculty recognized for meritorious performance.

Strategic Link: Goal I, Objective I.3 of the University Strategic Plan: *Enhance Faculty Quality by Reviewing Faculty Job Performance Criteria by 2000.*

*Louisiana: Vision 2020* Link: Goal 1, Objective 1.8: To improve the efficiency and accountability of governmental agencies; and Goal 2, Objective 2.13: To attract and retain distinguished researchers.

Children's Cabinet Link: Not applicable

Other Link's: Louisiana Board of Regents Master Plan Draft

Explanatory Note: This reorganization is in the form of an Endowed Chair or Endowed Professorship. A faculty committee selects individuals to fill these positions for a two -year period. This is a competitive process, and merit plays a major role in determining the final recipients.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD	ACTUAL YEAREND PERFORMANCE	ACT 11 PERFORMANCE STANDARD	EXISTING PERFORMANCE STANDARD	AT CONTINUATION BUDGET LEVEL	AT RECOMMENDED BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
S	Total number of faculty recognized	44	44	47	47	50	50
K	Percentage increase in number of faculty recognized	7.3%	7.3%	6.8%	6.8%	6.4%	6.4%

3. (KEY) To increase the percentage of first-time, full-time entering freshman retained to second year from 65.4% to 66.4%.

Strategic Link: Goal II, Objective II.1 of the University Strategic Plan: *Develop a Holistic Approach to Student Retention by 2000 and Raise Student Retention for First Year Students above 65% by 2001.*

Louisiana: Vision 2020 Link: Goal 1, Objective 1.6.3: To increase the percentage of Louisiana residents who have graduated from a four-year college or university; Goal 1, Objective 1.8: To improve the efficiency and accountability of governmental agencies.

Children's Cabinet Link: Not applicable

Other Link's: Louisiana Board of Regents Master Plan Draft 2000 Link: Goal 1, Objective 3: Increase the percentage of first-time full-time entering freshman who are retained to the sophomore year in public post-secondary education by 5% by 2005.

Explanatory Note: The University has implemented an aggressive student retention program that includes but is not limited to implementation of a new student support services program and adoption of a selective admissions process. The latter component was approved by the Board of Supervisors of the University of Louisiana System at the October, 2000 Board meeting and is contingent upon the establishment of a community college in the University 's service area.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Retention rate of first-time, full-time entering freshman to second year	64.4%	0.0% <sup>2</sup>	65.4%	65.4%	66.4%	66.4%

<sup>1</sup> The agency notes in the LaPas System: "Final enrollment numbers will not be available until September 13, 2000. This calculation will be made several days after that date." The agency determined Retention rate for first year students to second year is 63.3%.

<sup>2</sup> The agency notes in the LaPas System: "Final enrollment numbers will not be available until September 13, 2000. This calculation will be made several days after that date." The agency determined Percentage increase in retention rate for first year students over previous year is -1.1%.

4. (KEY) To increase extramural funding through the annual fund campaign and grant writing by 2%.

Strategic Link: Goal III, Objective III.2 of the University Strategic Plan: *Increase extramural funding to the University by 10% by 2003.*

Louisiana: Vision 2020 Link: Goal 1, Objective 1.3: To increase the amount of funding available to adequately support Louisiana's educational system; and Goal1., Objective 1.8: to improve the efficiency and accountability of governmental agencies.

Children's Cabinet Link: Not applicable

Other Link's: Louisiana Board of Regents Master Plan 2000 Draft

Explanatory Note: To maintain and/or improve the quality of its financial resources and physical facilities, the University has increased its efforts to raise extramural funds through fund-raising and grant writing activities. These efforts provided the University with more than \$11,000,000 in 1999-2000.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage increase in funding from fund campaign and grant writing	2.4%	13.2% <sup>1</sup>	2.0%	2.0%	2.0%	2.0%
S	Amount received in annual fund campaign and grant writing	\$6,439,778	\$11,184,863 <sup>2</sup>	\$6,568,574	\$6,568,574 <sup>3</sup>	\$11,636,731	\$11,636,731

<sup>1</sup> The agency notes in the LaPas System: "Reporting procedures have been revised, resulting in the following totals: \$9,881,195 for 1998-99 and \$11,184,863 for 1999-2000, or a 13.2% increase. When the target of 19.4% was established, the projected increase was based on lower 98-99 funding".

<sup>2</sup> The agency notes in the LaPas System: "Reporting procedures have been revised, resulting in the following totals: \$9,881,195 for 1998-99 and \$11,184,863 for 1999-2000".

<sup>3</sup> The agency adjusted the fourth quarter target in LaPas to \$11,408,560.

5. (KEY) To increase the six-year student graduation rate in from 32.2% to 33.2%.

Strategic Link: Goal 2, Objective 2.2 of the University Strategic Plan: *Maintain the leadership in rankings of graduation rates for open admissions institutions within The University of Louisiana System, yet progressively improve graduation rates for open admissions institutions within The University of Louisiana System, yet progressively improve current six-year graduation rates by 5% by 2003.*

Louisiana: Vision 2020 Link: Goal I, Objective I.6.3 of Action Plan 2000: To increase the percentage of Louisiana residents who have graduated from a four-year college or university. And Goal 1, Objective 1.8 To improve the efficiency and accountability of governmental agencies.

Children's Cabinet Link: Not applicable

Other Link's: Louisiana Board of Regents Master Plan 2000 Draft Link: Goal 1, Objective 4: Increase the six-year student graduation rate in Louisiana's public post-secondary education system by 10 percent by 2005.

Explanatory Note: The University has implemented an aggressive student retention program that includes but is not limited to implementation of a new student support services program and adoption of a selective admissions process. This latter component was approved by the Board of Supervisors of the University of Louisiana System at the October 2000 Board meeting and is contingent upon the establishment of a community college in the University's service area.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
K	Six-year graduation rate	Not applicable <sup>1</sup>	32.2% <sup>2</sup>	Not applicable <sup>1</sup>	Not applicable	32.2% <sup>3</sup>	33.2%
S	Number of Nursing graduates	Not applicable <sup>1</sup>	65	Not applicable <sup>1</sup>	Not applicable	65 <sup>3</sup>	70
S	Number of Education graduates <sup>4</sup>	Not applicable <sup>1</sup>	120	Not applicable <sup>1</sup>	Not applicable	120 <sup>3</sup>	120

<sup>1</sup> This is a new performance indicator. It did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> This rate is calculated by the Board of Regents. It includes transfer students, unlike the GRS that is reported to the federal government.

<sup>3</sup> This is an estimate. of yearend performance, not a performance standard.

<sup>4</sup> Includes only baccalaureate degreed graduates.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: UNIVERSITY OF LOUISIANA AT MONROE					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Four Year III	Four Year III	Four Year III	Four Year III	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	No	No	No	No	No
Student headcount <sup>3</sup>	11,128	10,945	10,536	9,950	9,409
Student full time equivalent (FTE) <sup>4</sup>	11,071	10,727	10,308	9,629	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	1,630	1,635	1,636	1,553	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$2,899	\$3,257	\$3,523	\$3,808	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	65.8	70.5	72.8	72.7	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	1,926	1,932	2,052	2,057	2,307
Percentage of SREB benchmark (resident) <sup>8b</sup>	95.7	88.5	87.4	83.3	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	4,326	4,332	7,476	8,008	8,259
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	60.8	54.3	86.8	90.4	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	19.2	19.2	19.2	19.3	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	63.2	63.5	64.0	60.9	63.3
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	70.0	69.2	70.6	67.8	71.3
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	96.3	100.0
Three/six year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	27.7	25.1	29.5	Not available <sup>1</sup>
10 year graduation rate <sup>15</sup>	45.1	45.9	48.4	46.2	Not available <sup>1</sup>
Number of Distance Learning Courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	15	18
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	1,358	1,484	1,466
ACT Level of Student Satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.47	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four Year III - Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).

- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY 1997-98 through 1999-00. The data also include library and scientific equipment funds for FY 1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.



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6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
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15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **NORTHWESTERN STATE UNIVERSITY**

Program Authorization: Constitution of 1974, Article 8, Section 5

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: Northwestern State University's (NSU) primary service area includes a nine-parish area in rural northwest Louisiana bordered by Texas in the west and Mississippi in the east. In some education endeavors, the university serves the nearby population centers of Alexandria and Shreveport. An open admissions institution, NSU serves the educational needs of this population primarily through arts, humanities, and science programs, and places a strong emphasis on undergraduate professional programs in business, education, and nursing. NSU is home to the Louisiana Scholars College, the state's selective admissions college for the liberal arts. Graduate programs below the doctoral level are offered primarily in clinical psychology, education, arts, and nursing.

The goals of Northwestern State University are:

1. To improve access to higher education services through electronic delivery for citizens of central and northwest Louisiana as defined by the Board of Regents Master Plan.
2. To improve the overall quality and effectiveness of NSU's academic degree programs.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To increase the number of courses to 135 and degree offerings to 7 through Electronic Media.

Strategic Link: Goal I, Objective I.1

Louisiana: Vision 2020 Link: Goal 1; Objectives 1.6; 1.7, Action Plan 2000 Link: Goal 1; I.1

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education: Goal 1

Explanatory Note: Distance learning will enhance accessibility of postsecondary education and provide opportunities to develop skills and knowledge needed to become more competitive in the job market.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Total number of courses offered through Electronic Media	130	130	101	101	135	135
K	Total number of degree programs offered through Electronic Media	Not applicable <sup>1</sup>	1	Not applicable <sup>1</sup>	6	7	7

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001.

2. (KEY) To maintain the percentage of programs mandated for accreditation to at least 94.0%.

Strategic Link: Goal II, Objectives I.1

Louisiana: Vision 2020 Link: Goal II, Objectives 2.4, 2.12, 2.13, and 2.14...Action 2000 Link: Goal Two; Objectives 2.4, 2.12, 2.12, 2.13, 2.14

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Goal II

Explanatory Note: Accreditation of academic programs is a means for attaining quality education for Louisiana's citizens. Quality programs are essential for providing education that is timely, relevant and responsive. Additionally, Northwestern State University anticipates submitting five degree programs for review that do not have a national accrediting agency by Spring 2002.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD	ACTUAL YEAREND PERFORMANCE	ACT 11 PERFORMANCE STANDARD	EXISTING PERFORMANCE STANDARD	AT CONTINUATION BUDGET LEVEL	AT RECOMMENDED BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Percentage of mandatory programs accredited	Not applicable <sup>1</sup>	90.0% <sup>2</sup>	Not applicable <sup>1</sup>	90.0% <sup>3</sup>	94.0%	94.0%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> These numbers are after a Board of Regents review at the institution. During this review the Board of Regents determined what programs were mandatory for accreditation, as well as programs that are recommended for accreditation.

<sup>3</sup> This is an estimate of yearend performance, not a performance standard.

3. (KEY) To increase the six-year graduation rates from 25.6 % to 26.6%.

Strategic Link: Goal II, Objectives II.4

Louisiana: Vision 2020 Link: Goal III, Objectives 3.2

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Goal II

Explanatory Note: Retaining and graduating more students from postsecondary education enhances the students' chances of securing higher incomes and improving their quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Six-year graduation rate	Not applicable <sup>1</sup>	25.6%	Not applicable <sup>1</sup>	Not applicable	26.6%	26.6%
S	10-year graduation rate	Not applicable <sup>1</sup>	41.4%	Not applicable <sup>1</sup>	Not applicable	42.4%	42.4%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001.

4. (SUPPORTING) To submit for review by an independent committee 4 degree programs that do not have a national accrediting agency.

Strategic Link: Goal II, Objectives

II.2

Louisiana: Vision 2020 Link: Goal III, Objectives 2.4, 2.12, 2.13, 2.14

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Goal II

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANC E STANDARD	ACTUAL YEAREND PERFORMANC E	ACT 11 PERFORMANC E STANDARD	EXISTING PERFORMANC E STANDARD	AT CONTINUAT ION BUDGET LEVEL	AT RECOMMENDE D BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
S	Number of degree programs without accrediting agency	20 <sup>1</sup>	21	21 <sup>1</sup>	21	21	21
S	Number of programs submitted for external review	4	7	4	4	15	15
S	Number of programs receiving approval of an external review committee	4	7	4	4	15	15
S	Percentage of all programs without accrediting agencies receiving approval by an external review team	20.0% <sup>1</sup>	33.0%	19.0% <sup>1</sup>	19.0%	47.6%	47.6%

5. (SUPPORTING) To increase the passage rate on state and/or national licensure examinations by 1% for completers of undergraduate degree programs requiring licensure for professional practice.

Strategic Link: Goal II, Objectives

II.3

Louisiana: Vision 2020 Link: Goal III, Objectives

2.14, 2.12, 2.13, 2.14

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education Goal II

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANC E STANDARD	ACTUAL YEAREND PERFORMANC E	ACT 11 PERFORMANC E STANDARD	EXISTING PERFORMANC E STANDARD	AT CONTINUAT ION BUDGET LEVEL	AT RECOMMENDE D BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
S	Number of students taking licensure examinations	420	676 <sup>1</sup>	420	420	680	680
S	Percentage of students receiving passing scores	93.6%	94.1%	93.6%	93.6%	94.6%	94.6%

<sup>1</sup> The agency notes in LaPas, "The number of students taking licensure examinations increased with students who delayed taking the examinations completing them in the fourth quarter resulting in larger numbers than anticipated."



Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: NORTHWESTERN STATE UNIVERSITY					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Four Year IV	Four Year IV	Four Year IV	Four Year IV	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	No	No	No	No	No
Student headcount <sup>3</sup>	9,037	8,873	8,572	9,005	9,292
Student full time equivalent (FTE) <sup>4</sup>	8,752	8,178	8,187	8,474	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	1,266	1,222	1,298	1,345	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$2,676	\$2,866	\$3,059	\$2,926	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	65.6	68.5	69.6	58.6	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	2,067	2,177	2,232	2,299	2,545
Percentage of SREB benchmark (resident) <sup>8b</sup>	100.6	99.2	96.8	91.8	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	4,497	5,513	6,522	6,589	8,215
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	70.1	80.3	88.2	84.2	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	19.3	19.4	19.4	19.4	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	60.9	59.1	58.6	65.3	62.7
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	68.8	68.0	68.9	73.5	73.6
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	83.9	90.0
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	26.8	25.9	25.6	Not available <sup>1</sup>
Ten-year graduation rate <sup>15</sup>	41.4	45.4	41.6	41.4	Not available <sup>1</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	49	71
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	988	1,338	1,706
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.85	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four Year IV - Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).

- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: UNIVERSITY OF LOUISIANA AT MONROE					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Four Year III	Four Year III	Four Year III	Four Year III	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	No	No	No	No	No
Student headcount <sup>3</sup>	11,128	10,945	10,536	9,950	9,409
Student full time equivalent (FTE) <sup>4</sup>	11,071	10,727	10,308	9,629	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	1,630	1,635	1,636	1,553	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$2,899	\$3,257	\$3,523	\$3,808	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	65.8	70.5	72.8	72.7	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	1,926	1,932	2,052	2,057	2,307
Percentage of SREB benchmark (resident) <sup>8b</sup>	95.7	88.5	87.4	83.3	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	4,326	4,332	7,476	8,008	8,259
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	60.8	54.3	86.8	90.4	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	19.2	19.2	19.2	19.3	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	63.2	63.5	64.0	60.9	63.3
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	70.0	69.2	70.6	67.8	71.3
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	96.3	100.0
Three/six year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	27.7	25.1	29.5	Not available <sup>1</sup>
10 year graduation rate <sup>15</sup>	45.1	45.9	48.4	46.2	Not available <sup>1</sup>
Number of Distance Learning Courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	15	18
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	1,358	1,484	1,466
ACT Level of Student Satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.47	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four Year III - Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).

- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.



# **SOUTHEASTERN LOUISIANA UNIVERSITY**

Program Authorization: Constitution of 1974, Article 8; Act 313 of 1975

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: The mission of Southeastern Louisiana University (SLU) is to meet the educational and cultural needs, primarily of southeast Louisiana, to disseminate knowledge and to facilitate life-long learning through quality instruction, research and service in a safe, student-centered environment.

The goals of Southeastern Louisiana University are:

1. To create a dynamic community of learning, responsive to the needs of southeast Louisiana.
2. To create and promote a culturally diverse university environment.
3. To insure student success at the University.
4. To increase resources for the University.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To increase the percentage of programs mandated for accreditation from 97% to 100%.

Strategic Link: Goal 1 - To create a dynamic community of leaders, responsive to the needs of southeast Louisiana. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

*Louisiana: Vision 2020* Link: Objectives 2.5 - To increase business investment in modernization of facilities and systems; Objective 2.11 - To increase university and private sector research and development; Objective 2.13 To attract and retain distinguished researchers

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Goal II (projected) - Ensure quality and accountability

Explanatory Note: Mandatory programs for determining accreditation rates are defined by the Louisiana Board of Regents. Remaining programs to be accredited will be reviewed in 2001.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of mandatory programs accredited.	Not applicable <sup>1</sup>	97%	Not applicable <sup>1</sup>	Not applicable	100%	100%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.

2. (KEY) To increase the number of technology-based courses by 5%, the number of technology-delivered degrees to 2, and the number of students enrolled in technology-based courses by 5%.

Strategic Link: Goal 1-- To create a dynamic community of learners, responsive to the needs of southeast Louisiana. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

Louisiana: Vision 2020 Link: Objective I.6 To have a workforce with the education and skills necessary to work productively in a knowledge-based economy.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents (projected) - Increase opportunities for students access ; Board of Regents Goal III (projected) -- Enhance service to community and state

Explanatory Note: Courses include satellite-delivered, telecourse, compressed video, and 100% Internet delivery.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Total number of students served in technology-based courses	700	1,522 <sup>1</sup>	750	750	1,712	1,712
K	Percentage increase in the number of students served in technology-based courses over the previous year	7.7%	134.0% <sup>2</sup>	7.1%	7.1%	5.0%	5.0%
K	Total number of technology-based degree programs offered	Not applicable <sup>3</sup>	0	Not applicable <sup>3</sup>	Not applicable	2	2
K	Total number of technology-based courses offered	Not applicable <sup>3</sup>	84	Not applicable <sup>3</sup>	Not applicable	95	95

NOTE: The number of students served in 99-00 increased dramatically, and this growth could not be reflected in the numbers projected for 00-01 due to the requirement to provide projections for 00-01 in Fall 1999. The University will strive to increase 7.1% in 00-01 (from 1522 to 1630) and another 5% (from 1630 to 1712) in 01-02.

<sup>1</sup> The institution notes in LaPas, "Final figure; includes all distance educ."

<sup>2</sup> The institution notes in LaPas, "Includes Summer and Fall 99; satellite, comp video, Internet, telecourses."

<sup>3</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.

3. (KEY) To increase the number of students earning baccalaureate degrees in education by 5%.

Strategic Link: Goal 1 - To create a dynamic community of learners, responsive to the needs of southeast Louisiana. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

Louisiana: Vision 2020 Link: Objective 1.2 - To raise levels of language and computational competencies by high school graduation

Children's Cabinet Link: Not applicable

Other Link(s): Blue-Ribbon Commission; Board of Regents Goal III (projected) - Enhance services to community and state

Explanatory Note: Performance indicators are based on undergraduate teacher preparation programs, Fall 14th day extract file and completers file, Student Record System. Number of graduates for 99-00 is based on academic year rather than FY.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage difference in the number of students earning baccalaureate degrees in education over the Fall 2000 baseline year	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	5%	5%
K	Number of students earning baccalaureate degrees in education	Not applicable <sup>1</sup>	243	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	255	255
S	Number of teacher education majors	Not applicable <sup>1</sup>	1,934	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	2,182	2,182

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.

4. (KEY) To maintain minority enrollment at the SLU at 16.5% or better.

Strategic Link: Goal 2 -- To create and promote a culturally diverse university environment. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

Louisiana: Vision 2020 Link: Objective 1.6 - To have a workforce with the education and skills necessary to work productively in a knowledge-based economy.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Goal I (projected) - Increase opportunities for students access and success

Explanatory Note: Based on student ethnicity data, Fall 14th day extract, Student Record System. For FY 2000-01 the University projected maintenance in terms of headcount and the percentage of minority. A decreased in headcount overall due to screened admissions is reflected in lower projected minority headcount for 2001-02, although proportionality is expected to be maintained.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of minority (non-white) students admitted and enrolled	2,400	2,502	2,502	2,502	2,400	2,400
K	Minority (non-white) students as a percentage of headcount	16.0%	16.5%	16.5%	16.5%	16.5%	16.5%

5. (SUPPORTING) To increase international student enrollment at the University by 5% over the previous year.

Strategic Link: Goal 2, to create and promote a culturally diverse university environment. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

Louisiana: Vision 2020 Link: Objective 1.5 - to have a well-articulated system of post-secondary education whose institutions are active participants in the economic development enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Goal 1 (projected) - Increased opportunities for student access and success; Board of Regents Goal III (projected) --Enhance services to community and state.

Explanatory Note: Based on student home residence data, Fall 14th day extract file, Student Record System. Decrease in headcount reflects overall decrease in student body due to selective admission standards

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of international students and admitted and enrolled	125	190	200	200	195	195
S	Percentage increase in international students over previous year	7.8%	63.8% <sup>1</sup>	5.3%	5.3%	5.0%	5.0%

<sup>1</sup> The agency notes in LaPas, "successful international business programs."

6. (KEY) To increase the percentage of first-time, full-time entering freshman retained to second year from 68.3% to 69.3%.

Strategic Link: Goal 3- To insure student success at the University. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

Louisiana: Vision 2020 Link: Objective 1.6 - To have a workforce with the education and skills necessary to work productively in a knowledge-based economy.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Goal 1 (projected) -- Increased opportunities for student access and success

Explanatory Note: Retention rate calculated by Board Regents methodology, based on beginning full-time freshman retention to second year. FY value reported based on rate reported for that AY by the BoR Credit hour requirements based on catalogue of record.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable <sup>1</sup>	68.3%	Not applicable <sup>1</sup>	68.2% <sup>1</sup>	69.3%	69.3%
S	Median number of credit hours required in baccalaureate degree programs	125	122	122	122	122	122

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

7.(KEY) To increase the six-year graduation rate from 28.6% to 29%.

Strategic Link: Goal 3 -- To insure student success at the University. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

Louisiana: Vision 2020 Link: Objective 1.6 - to have a workforce with the education and skills necessary to work productively in a knowledge-based economy.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Goal I (projected) - Increase opportunities for student access and success

Explanatory Note: Graduation rates based on Board of Regents methodology; FY value reported indicates previous academic year rate calculated. Average ACT composite based on all beginning first-time freshman, Fall 14th day extract file, Student Record System.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Six-year graduation rate	Not applicable	28.6%	Not applicable <sup>1</sup>	Not applicable	29.0%	29.0%
S	10-year graduation rate	Not applicable <sup>1</sup>	41.5%	Not applicable <sup>1</sup>	Not applicable	41.5%	41.5%
S	Average ACT composite of beginning freshman	Not applicable <sup>1</sup>	19.0	Not applicable <sup>1</sup>	Not applicable	19.5	19.5

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.



8. (KEY) To increase the percentage of first-time freshman at 4-year institutions prepared for university level work from 48.6% to 60.0%.

Strategic Link: Goal 3 - To insure student success at the University. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

Louisiana: Vision 2020 Link: Objective 1.6 - to have a workforce with the educational and skills necessary to work productively in a knowledge-based economy.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Goal II (projected) - Ensure quality and accountability

Explanatory Note: Budget performance indicators should reflect a decrease over time. Based on adjusted budget for unit 1160 including summer, overload, and lecturer adjustments.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of first-time freshman not enrolled in developmental education	Not applicable <sup>1</sup>	48.6%	Not applicable <sup>1</sup>	Not applicable	60.0%	60.0%
K	Number of high school students participating in developmental education reduction cooperative programs	250	270 <sup>2</sup>	275	275	300	300
K	Percentage of SLU operating budget spent on remedial education	1.75%	1.32% <sup>3</sup>	1.70%	1.70%	1.20%	1.20%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; there fore, it has no performance standards for FY 1999-2000 and FY 2000-2001.

<sup>2</sup> The agency notes in LaPas, "More participation than expected ."

<sup>3</sup> The agency notes in LaPas, "Successful reduction in developmental courses."

9. (KEY) To increase the number of endowed professorships to 20 and the number of endowed chairs to 3.

Strategic Link: Goal 4--To increase resources for the University. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

*Louisiana: Vision 2020* Link: Objective 2.5 -- To increase business investment in modernization of facilities and systems; Objectives 2.11 - to increase university and private sector research and development; Objective 2.13 - to attract and retain distinguished researchers.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents (projected)--Ensure quality and accountability; Board of Regents Goal III (projected)--Enhance services to community and state.

Explanatory Note: Number of endowed chairs and professorships reported reflects only those that have been approved by the BOR, with funding received from both the Board and the donor match.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of endowed professorships	Not applicable <sup>1</sup>	18	Not applicable <sup>1</sup>	18 <sup>1</sup>	20	20
K	Number of endowed chairs	Not applicable <sup>1</sup>	2	Not applicable <sup>1</sup>	2 <sup>1</sup>	3	3

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

10.(KEY) To increase sponsored programs and external funding for research by 9% over the previous year.

Strategic Link: Goal 4 --To increase resources for the University. (This objective may also be linked to the 2001 Revised Strategic Plan to be submitted July 2001.)

*Louisiana: Vision 2020* Link: Objective 2.5 -- To increase business investment in modernization of facilities and systems; Objective 2.11 --To increase university and private sector research and development; Objective 2.13- To attract and retain distinguished researchers

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents III (projected) -- Enhance services to community and state.

Explanatory Note: Dollar value for grant projects measured as of November 1, representing all active research grants and sponsored programs.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of grant dollars generated by research projects that have potential for patents, inventions, innovations and technology transfer	Not applicable <sup>1</sup>	\$920,500	\$1,100,000	\$1,100,000	\$1,200,000	\$1,200,000
K	Increase in percentage of grant dollars generated by research projects over the previous year	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	9%	9%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

<sup>2</sup> This performance indicator did not appear under Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: SOUTHEASTERN LOUISIANA UNIVERSITY					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Four Year IV	Four Year IV	Four Year IV	Four Year IV	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	No	No	No	No	Yes
Student headcount <sup>3</sup>	14,592	15,330	15,334	15,199	14,535
Student full time equivalent (FTE) <sup>4</sup>	13,133	13,482	13,625	13,443	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	1,439	1,664	1,728	1,927	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$2,437	\$2,519	\$2,596	\$2,860	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	59.8	60.2	59.1	57.3	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	1,930	1,930	2,030	2,050	2,300
Percentage of SREB benchmark (resident) <sup>8b</sup>	94.0	87.9	88.0	81.9	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	4,162	5,194	6,326	7,358	7,628
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	64.9	75.7	85.5	94.0	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	18.7	18.7	18.8	18.8	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	65.4	65.3	61.5	62.7	61.1
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	71.5	72.3	70.3	70.3	68.4
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	88.9	96.7
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	20.1	19.0	22.0	Not available <sup>1</sup>
Ten-year graduation rate <sup>15</sup>	38.0	40.3	42.4	41.5	Not available <sup>1</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	84 <sup>11</sup>	Not available <sup>11</sup>
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	1,488	1,706	2,034
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	4.04	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

- Four Year IV - Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).
- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.
- <sup>ii</sup> Information was provided by Southeastern Louisiana University.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00



# **UNIVERSITY OF LOUISIANA – LAFAYETTE**

Program A: Constitution of 1974, Article 8, Sections 5-13 et seq.; R.S. 17

## **PROGRAM DESCRIPTION**

**Role, Scope, and Mission Statement:** The University of Louisiana at Lafayette, a member of the University of Louisiana System, is a public, Doctoral II institution of higher education offering associate, bachelor's, masters' and doctoral degrees. Its academic programs are administered by the Colleges of Applied Life Sciences, the Arts, Business Administration, Education, Engineering, General Studies, Liberal Arts, Nursing, Sciences and the Graduate School. The university is dedicated to achieving excellence in undergraduate and graduate education, in research and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate curricula seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The university reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the university promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.

The goals of the University of Louisiana at Lafayette are:

1. To strengthen academic quality.
2. To increase the use of technology in teaching and learning activities.
3. To expand the role of the university in support of regional economic competitiveness and cultural development.
4. To strengthen fiscal stability and public accountability.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To increase the percentage of first-time, full-time entering freshman retained to second year from 68.9% to 72%.

Strategic Link: Objective 1.3 - *To improve freshman to sophomore retention rate by 20% by Fall 2001.*

Louisiana: Vision 2020 Link: Objective 1.2, Benchmark 1.2.8; Objective 1.6, Benchmark 1.6.3

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable <sup>1</sup>	68.9%	Not applicable <sup>1</sup>	Not applicable	72.0%	72.0%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standard for FY 1999-2000 and FY 2000-2001.

2. (KEY) To attain 98.2% accreditation of eligible professional curricula.

Strategic Link: Objective 1.4 - *Attain 100 accreditation of eligible professional curricula by 2001.*

Louisiana: *Vision 2020* Link: The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education

Explanatory Note: The process for the last program to be accredited has been started. It is a 3 year process, thus will be completed in 2002-2003.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Count of eligible professional curricula	55	55	53	53 <sup>1</sup>	55	55
K	Count of accredited professional curricula	55	54	Not applicable <sup>2</sup>	Not applicable	54	54
K	Percentage of eligible professional curricula which are accredited	100.0%	98.2%	100.0%	100.0% <sup>3</sup>	98.2%	98.2%

<sup>1</sup> The agency reports the count of eligible professional curricula is 55.

<sup>3</sup> The performance indicator did not appear under Act 11 of 1999; therefore, it has no performance standard for FY 2000-2001.

<sup>2</sup> The agency reports the percentage of eligible professional curricula which are accredited is 98.2%.

3. (SUPPORTING) To increase the number of internally or externally supported graduate assistantships, fellowships and post-doctoral assistantships by 2%.

Strategic Link: Objective 1.6 - *Increase number of internally or externally supported graduate research assistantships and post-doctoral assistantships by 20% by 2003.*

Louisiana: Vision 2020 Link: The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
S	Count of internally or externally supported graduate research assistantships and post-doctoral assistantships	852	871 <sup>1</sup>	947	947 <sup>2</sup>	969	969
S	Percentage change in count of internally or externally supported graduate research assistantships and post-doctoral assistantships from prior year	2.5%	4.8% <sup>1</sup>	1.0%	1.0% <sup>3</sup>	2.0%	2.0%

<sup>1</sup> The agency notes in LaPas, "Both amount and quantity were increased beyond original estimates."

<sup>2</sup> The agency notes in LaPas, "947 performance standard was determined over 1 year ago, with more up to date numbers, 950 is a better 4th quarter target."

<sup>3</sup> The agency notes in LaPas, "...1.0 performance standard was set over 1 year ago, with more up to date numbers 9.1 is a better 4th quarter target."

4. (SUPPORTING) To increase external funding for applied research by 3%.

Strategic Link: Objective III.1 - *Increase external funding for applied research by 30% by 2003.*

Louisiana: *Vision 2020* Link: Objective 2.6, Benchmark 2.6.2; Objective 2.11, Benchmark 2.11.1; Objective 2.13

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education

Explanatory Note: Prior fiscal year end was miscalculated, this percent changes is very skewed.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Amount of external funding for applied research	\$11,550,000	\$22,522,475 <sup>1</sup>	\$12,000,000	\$12,000,000 <sup>2</sup>	\$15,500,000	\$15,500,000
S	Percentage change of Amount of external funding for applied research from prior year	5.0%	104.7% <sup>1</sup>	3.9%	3.9% <sup>3</sup>	3.0%	3.0%

<sup>1</sup> The agency notes in LaPas, "A larger than anticipated volume of research proposals were submitted and funded."

<sup>2</sup> The agency notes in LaPas, "12,000,000 performance standard was set over 1 year ago, with more up to date numbers 15,000,000 is a better 4th quarter target."

<sup>3</sup> The agency notes in LaPas, "3.9 performance standard was set over 1 year ago, with more up to date numbers 29.9 is a better 4th quarter target."

5. (SUPPORTING) To increase private held assets to \$77.5 million.

Strategic Link: Objective IV.1 - *Increase privately held assets to \$75 million by the year 2001.*

Louisiana: Vision 2020 Link: Objective 2.6, Benchmark 2.6.1; Objective 2.11, Benchmark 2.11.1

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Amount of privately held assets	\$44,000,000	\$66,000,000 <sup>1</sup>	\$75,000,000	\$75,000,000	\$77,500,000	\$77,500,000
S	Percentage change in amount of privately held assets	10.0%	65.0% <sup>1</sup>	15.4%	15.4%	3.3%	3.3%

<sup>1</sup> The agency notes in LaPas, "The fund drive was better than expected."

6. (SUPPORTING) To increase externally funded research and sponsored program awards to \$26 million.

Strategic Link: Objective IV.2 - *Increase externally funded research and sponsored program awards to \$26 million a year.*

Louisiana: Vision 2020 Link: Objective 2.6, Benchmark 2.6.1; Objective 2.11, Benchmark 2.11.1; Objective 2.13

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education

Explanatory Note: Because student tuition was increased instead of increasing state appropriation, student's percent contribution will tend to rise instead of drop.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Amount of externally funded research and sponsored programs awards	\$20,000,000	\$24,768,091 <sup>1</sup>	\$20,500,000	\$20,500,000	\$26,000,000	\$26,000,000
S	Percent of projected amount of externally funded research and sponsored program awards received	76.9%	123.8% <sup>1</sup>	78.8%	78.8% <sup>2</sup>	100.0%	100.0%

<sup>1</sup> The agency notes in LaPas, " A larger than anticipated volume of research proposals were submitted and funded."

<sup>2</sup> The agency notes in LaPas, " 78.8 performance standard was set over 1 year ago, with more up to date numbers 96.2 is a better 4th quarter target."

7.(SUPPORTING) To maintain student contribution as a percentage of Education and General (E&G) expenditures at 34.5%.

Strategic Link: Objective IV.4 - *Decrease student contribution as a percentage of Education and General (E&G) expenditures to 30% by year 2003.*

Louisiana: *Vision 2020* Link: The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education

Explanatory Note: Because student tuition was increased instead of increasing state appropriation, student's percent contribution will tend to rise instead of drop.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Percentage of UL Lafayette student contribution versus E&G expenditures	34.00%	34.82%	34.50%	34.50%	34.50%	34.50%
S	Percentage decrease as a percentage of E&G expenditures	2.9%	-3.3%	1.4%	1.4%	0	0



8. (KEY) To increase the number of endowed chairs to 20 and increase endowed professorships to 154.

Strategic Link: Goal 1...*To strengthen academic quality...*

Louisiana: *Vision 2020* Link: Objective 2.12; Objective 2.13

Children's Cabinet Link: Not applicable

Other Link(s): Board of Regents Master Plan for Higher Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of endowed chairs	Not applicable <sup>1</sup>	11	Not applicable	18 <sup>1</sup>	20	20
K	Number of endowed professorships	Not applicable <sup>1</sup>	109	Not applicable	145 <sup>1</sup>	145	154

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: UNIVERSITY OF LOUISIANA AT LAFAYETTE					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Four Year II	Four Year II	Four Year II	Four Year II	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	Yes	Yes	Yes	No	No
Student headcount <sup>3</sup>	16,741	17,044	16,933	16,351	15,742
Student full time equivalent (FTE) <sup>4</sup>	14,720	15,131	15,076	14,531	13,401
Degrees/award conferred <sup>5</sup>	2,015	2,098	2,053	2,308	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$3,189	\$3,366	\$3,327	\$3,439	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	59.7	60.2	57.9	56.1	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	1,898	1,898	2,010	2,022	2,272
Percentage of SREB benchmark (resident) <sup>8b</sup>	74.6	72.6	68.3	65.1	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	5,498	6,553	7,242	7,251	9,222
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	65.8	77.8	82.2	77.8	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	19.4	19.4	19.6	20.6	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	62.2	64.9	62.9	64.6	68.7
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	69.7	71.4	70.9	73.1	76.3
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	96.3	97.3
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	24.3	25.1	25.6	Not available <sup>1</sup>
Ten-year graduation rate <sup>15</sup>	44.7	43.0	46.3	45.7	Not available <sup>1</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	10	11
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	2,153	2,579	3,158
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.77	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four Year II -Institutions awarding at least 30 doctoral degrees that are distributed among at least 5 CIP categories (2-digit classification).

- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00